

Document Reference: Giving Assessment Feedback to Students

Reference Code: QAAFbk.

Version: 1.3

Date: May2013

Date of Implementation: June 2013

Originator: Quality & Standards Committee

Approval by: Quality Improvement Committee

Date for Review: June 2015

Description:

These general guidelines are intended to act as a mechanism in which to disseminate practice about the Grimsby Institute Group (GIG) expectations regarding what constitutes 'effective assessment feedback'. These guidelines will be of interest to both academic staff and students but should be read in conjunction with the GIG's Code of Practice for Assessment of Students.

In using these guidelines other documents may need to be considered:

Document Reference:

QASwd. Assessment of Students

For further advice on how the code of practice works, you should contact the Quality and Standards Department.

Department Contacts: Quality and Standards (Higher Education)
Rm: 3H06 (01472) 311222

Additional guidance can be obtained by visiting www.qaa.ac.uk and referring to QAA UK Quality Code for Higher Education, Chapter B6: Assessments of students and accreditation of prior learning, 2011

**This document is available in alternative forms
on request from the Quality and Standards Department**

1: Introduction

1.1 Good quality feedback on assessed work is an essential process and one that makes a significant contribution to a student's learning and academic development.

1.2 Although feedback to students can exist through a diverse range of methods, each intended as a mechanism whereby general learning and development can be promoted, these guidelines focus specifically on the quality of written formative and summative assessment feedback.

1.3 Key principles within these guidelines taken into account the following:

- i. Feedback is best provided as soon as possible after the assessment has taken place.
- ii. The link between learning and assessment diminishes the longer the period of time that elapses between completing the assessment and receiving feedback.
- iii. Feedback should be constructively critical and refer to areas for improvement.
- iv. Feedback should be supportive and encourage a student's ability to be more rigorous and confident in the scrutiny of future work.
- v. Feedback should be given with care and attention to standards of respect for diversity and individuality.
- vi. Feedback on work should go beyond annotating general academic features such as grammar, spelling, presentation issues, but also focus on the assessment brief and -where possible-link directly to the requirements of the module or intended learning outcomes.

2: Formative Assessment Feedback: see appendix 1

2.1 Formative feedback is intended as a developmental and is designed to give students more effective opportunities for learning and feedback on their performance. As formative feedback is supportive, it does not count towards the final assessment.

2.2 There are many examples of formative feedback activities that tutors can use in order to ensure a 'feedback' loop is used to support students in developing future assessments. Examples may include:

- i. Use of peer assessed activities during formal teaching sessions where students, either in pairs or groups, comment constructively on one another's work.
- ii. Use of student self assessment accounts such as reflective diaries.
- iii. Learning through assessing or evaluating someone else's work which encourages students to develop or self-evaluate their on learning and performance.
- iv. Learning from the way others have approached an assessment task (structure, content, analysis, presentation).
- v. Use of mock examinations or class tests where scripts are marked and returned to the students before the final exam, or class/ whole group marking occurs.
- vi. Feedback from employers on work based learning performance.

2.3 Within assessment schedules provided to students, it is considered good practice to incorporate formative assessment dates so that students are able to appropriately plan ahead for the development of formative assessment activity.

2.4 Written formative feedback on assessed work should be provided using a standardised formative feedback proforma. [\(See appendix 1\)](#)

2.5 Written formative feedback should be structured in such a way that allows the student to:

- i. understand the extent of the progress they have made towards the final assessment.
- ii. determine the extent to which they are successfully working within the framework of the assessment brief and where possible- beginning to progress towards achieving the relevant module learning outcomes.
- iii. understand the quality of general academic features used
- iv. determine what action points need to be taken to make improvements on their current level of performance.

2.6 Where formative assessment activity indicates that a student is underperforming or likely to fail a final assessment should they continue using the same style or focus, this should be made clear within formative feedback provided by the tutor.

3: Summative Assessment Feedback: [\(See appendix 2\)](#)

3.1 Summative feedback is a process whereby students receive written feedback on work that has been judged against the assessment criteria and module learning outcomes and when a final grading is made about the quality of the work.

3.2 Whilst summative feedback is an important process in helping a student understand how future assessments can be improved, summative feedback must assist students in understanding why the judgment, grade and/or classification has been allocated to a particular piece of assessed work.

3.3 Written feedback to students must always make specific reference to the assessment brief and learning outcomes assessed. Learning outcomes must be detailed fully on the assessment feedback sheet. It is not sufficient to merely refer the students to the learning outcomes in their module handbook.

3.4 Written feedback will refer to the student's strengths and weaknesses and should provide comment on:

- i. content/focus on the question/ establishment of a key and relevant question/ module learning outcomes.
- ii. general academic features such study skills.
- iii. presentation, style, structure.
- iv. depth and criticality.

3.5 Feedback should not only also refer to areas for improvement, but also how a student can practically go about this. For example:

- i. If a tutor points out to the student that there is a need for consistent rigour in accuracy of referencing, then the tutor may also refer the student to the programme handbook and/or GIG referencing guide which can be found amongst other study skills resources at >
<http://www.grimsby.ac.uk/highereducation/HigherEducationStudySkills.php#.UZoKPKKKLss>
- ii. If feedback indicates that a student's project lacked understanding of appropriate research techniques, then actions for development may direct the student to further reading



Formative Assessment Feedback

Student Name: P. Kingston	Student Number: S0011111
Programme: FdA Social Policy	
Module: Policy Perspectives	Tutor Name: P. Smith

Summary of Assessment:

Your essay has started to tackle some of the issues regarding key concepts and theories of social policy. The progress you have made towards drawing out the values that often underpin different social welfare approaches is very good and takes an analytical approach- well done! Whilst you have made good progress with this assessment you need to consider the following points before the submission of your summative assessment.

Action Points:

- Develop your introduction so that it is less limited and better introduces the reader to the central themes/ focus of this assessment
- You need a better focus on political ideology which is only briefly mentioned and does not demonstrate your knowledge of opposing approaches
- Work is descriptive in several places as indicated on the text- you need to draw out more analytical or evaluative perspectives i.e. how does society respond to or contest changing policy- what are the effects of this?
- Spell check your work and pay attention to referencing style in the main body which is not always consistent
- Referencing – make sure journal articles are formatted appropriately in your reference list.
- The assessment is written predominantly from the first person- you should adapt this where necessary to the third person.

Assessor Signature and Date

Use this feedback to develop your work for the final submission of your assessment.

Top Copy: Student Bottom Copy: Tutor

**GRIMSBY INSTITUTE OF FURTHER & HIGHER EDUCATION
SUMMATIVE ASSESSMENT FEEDBACK**

PROGRAMME TITLE/MODULE:	
ASSESSMENT TYPE:	

Student Enrolment Number:	1st Marker:	Date:	Grade without penalties**	Agreed grade including penalties**
	2nd Marker:	Date:		

***NB : Prior to module/programme boards this grade is provisional*

P1	Irrelevance to subject	P2	Evidence required	P3	Obscurity of phrasing	P4	Referencing issues
-----------	-------------------------------	-----------	--------------------------	-----------	------------------------------	-----------	---------------------------

* Partially achieved learning outcomes will not normally result in a pass in the assessment.

Learning Outcomes Tested by this Assessment:	Achieved	Not Achieved

Strengths and Areas for development shown in this assessment are:

(Relating to learning outcomes, assessment criteria, depth, breadth, general academic conventions and presentation)

--

Actions for development are:

--

Ownership of Intellectual Property Rights for assessment is normally vested in the student. Institute staff are not permitted to pass on student work to unauthorised third parties (see policy at:

<http://www.grimsby.ac.uk/highereducation/documents/quality/IPRPolicy.pdf>

SECOND MARKERS COMMENT SHEET

PROGRAMME TITLE													
STUDENT ENROLMENT NUMBER:								MODULE					
								1st MARKERS GRADE			%		
1st MARKERS NAME													

2ND MARKING: (refer to the Institutes Code of Practice on Assessment for second marking guidance)

2nd MARKERS NAME			
2nd MARKERS GRADE	%	DATE	

FIRST MARKERS COMMENTS FOLLOWING SECOND MARKING:
NOTE: Comments must reflect how agreement has been reached between 1st and 2nd marker.

AGREED GRADE FOR THIS ASSESSMENT:								%			
1st MARKERS SIGNATURE (dated)											
2nd MARKERS SIGNATURE (dated)											

APPENDIX 3 Student Turnitin Cover Sheet

Please be aware that by submitting your work through 'Turn it In' you are agreeing to the following statement:

I declare that the work submitted for assessment contains no section copied in whole or in part from any other source unless it is explicitly identified by means of quotation marks and that I have acknowledged such quotations by providing detailed references in the approved format. I understand that either or both unidentified and unreferenced copying constitutes plagiarism which is considered unfair practice and could result in investigation by the Unfair Practice Board.

PART ONE:

Student and assessment details *(to be completed by student)*

STUDENT ID NO. AND INSTITUTE EMAIL ADDRESS: <i>e.g. S1234567@mail.grimsby.ac.uk</i>		
PROGRAMME TITLE:		
MODULE TITLE:		
ASSESSMENT TYPE (e.g. report, essay, etc)		

PART TWO:

SUMMATIVE ASSESSMENT *(To be completed by academic staff)*

1 st Marker:		Date:		Grade without penalties		Agreed grade including penalties	
2 nd Marker:		Date:		Grade without penalties			

NB: Prior to module/programme boards this grade is **provisional**

P1	Irrelevance to subject	P2	Evidence required	P3	Obscurity of phrasing	P4	Referencing issues
* Partially achieved learning outcomes will not normally result in a pass in the assessment.							
Learning Outcomes Tested by this Assessment				Achieved		Not Achieved	
Strengths and areas for development shown in this assessment are:							
<i>(relating to learning outcomes, assessment criteria, depth, breadth, general academic, conventions and presentation)</i>							
Actions for development are:							

Ownership of Intellectual Property Rights for assessment is normally vested in the student. Institute staff are not permitted to pass on student work to unauthorised third parties (see policy at:

<http://www.grimsby.ac.uk/highereducation/documents/quality/IPRPolicy.pdf>

APPENDIX 4 Group Turnitin Cover Sheet

Please be aware that by submitting your work through 'Turn it In' you are agreeing to the following statement:

I declare that the work submitted for assessment contains no section copied in whole or in part from any other source unless it is explicitly identified by means of quotation marks and that I have acknowledged such quotations by providing detailed references in the approved format. I understand that either or both unidentified and unreferenced copying constitutes plagiarism which is considered unfair practice and could result in investigation by the Unfair Practice Board.

PART ONE: Student and assessment details (*to be completed by student*)

STUDENT ID NO. AND INSTITUTE EMAIL ADDRESS: e.g. <i>S1234567@mail.grimsby.ac.uk</i>	
STUDENT ID NO. AND INSTITUTE EMAIL ADDRESS: e.g. <i>S1234567@mail.grimsby.ac.uk</i>	
STUDENT ID NO. AND INSTITUTE EMAIL ADDRESS: e.g. <i>S1234567@mail.grimsby.ac.uk</i>	
STUDENT ID NO. AND INSTITUTE EMAIL ADDRESS: e.g. <i>S1234567@mail.grimsby.ac.uk</i>	
STUDENT ID NO. AND INSTITUTE EMAIL ADDRESS: e.g. <i>S1234567@mail.grimsby.ac.uk</i>	
STUDENT ID NO. AND INSTITUTE EMAIL ADDRESS: e.g. <i>S1234567@mail.grimsby.ac.uk</i>	

PROGRAMME TITLE:	
MODULE TITLE:	
ASSESSMENT TYPE (e.g. report, essay, etc)	

PART TWO: SUMMATIVE ASSESSMENT (*To be completed by academic staff*)

1 st Marker:		Date:		Grade without penalties		Agreed grade including penalties	
2 nd Marker:		Date:		Grade without penalties			

NB: Prior to module/programme boards this grade is **provisional**

P1	Irrelevance to subject	P2	Evidence required	P3	Obscurity of phrasing	P4	Referencing issues
* Partially achieved learning outcomes will not normally result in a pass in the assessment.							
Learning Outcomes Tested by this Assessment				Achieved		Not Achieved	

APPENDIX 4 Group Turnitin Cover Sheet

Strengths and areas for development shown in this assessment are:		
<i>(relating to learning outcomes, assessment criteria, depth, breadth, general academic, conventions and presentation)</i>		
Actions for development are:		

Ownership of Intellectual Property Rights for assessment is normally vested in the student. Institute staff are not permitted to pass on student work to unauthorised third parties (see policy at: <http://www.grimsby.ac.uk/highereducation/documents/quality/IPRPolicy.pdf>)